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ABSTRACT

An educational psychology curriculum for preservice teachers that attempts to overcome some of the shortcomings of most such curricula while providing clinical experience is described. The curriculum is based on three major propositions: (1) preservice teachers must acquire psychologically informed inquiry skills and a general understanding of when and how they are to be used; (2) preservice teachers must be encouraged to learn independently in ways that reinforce critical thinking and increase the strength and range of their intellectual curiosity; and (3) educational psychology is an appropriate place to begin encouraging prospective teachers to be reflective so they can learn from teaching itself. The curriculum is confined to the traditional subfields of motivation, human development, learning theory, and evaluation. Teaching is primarily interactive, with small-group work, micro teaching, simulation, discussion, and question-and-answer sessions. Weekly field-based or clinical laboratory activities for 90 minutes augment classroom instruction. Among the requirements is that students present a five-lesson mini-course to middle-school students. The grading system transfers some of the evaluative responsibility to the students themselves. Student interest, involvement, and achievement are indicators of the value of this curricular approach. Syllabus materials and a bibliography are included. (SLD)

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Enrichment of the Educational Psychology Curriculum through Clinical Experiences

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Contents

1. Essay:
Reconceptualizing the Curriculum of Educational Psychology

2. Bibliography

3. Description of the Clinical Component of the Educational Psychology Curriculum

4. Syllabus Materials for the Curriculum

5. Bibliography of Tests and Measurements

Reconceptualizing the Curriculum of Educational Psychology

by

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Introduction

Preservice teachers usually expect a great deal from professors of educational psychology. Theoretical material needs to be relevant, meaningfully conveyed, and readily adapted to classroom practice. It is in educational psychology courses, for example, that future teachers look for answers to the following questions: How do children learn? How do I motivate learners? How does one adapt curriculum and instruction to human development? How can I maintain classroom discipline? How do you teach for transfer and retention? and, How does one construct valid tests and grade fairly? Perhaps such high and varied expectations doom the teacher educator from the onset. Perhaps not. It is clear, however, that many educational psychology courses neither come to grips with the legitimate needs and expectations of prospective teachers, nor bear a strong relationship to the everyday tasks facing practicing teachers.

Educational psychology courses frequently neglect to illustrate how effective teaching practice harmonizes with principles of learning and development. One symptom of this neglect is the typical "ed. psych." textbook. Although the aggressive competition among textbook publishers derives from the fact that educational psychology is one course

taken by almost all education majors, the form and content of the most popular ones (e.g., Biehler & Snowman, 1986; Slavin, 1986; Woolfolk, 1987) illustrate that it is taught in a manner open to scrutiny. By linking course content to massive survey textbooks and requiring students to identify several dozen theorists, the theories with which they are associated, and a sizable number of terms and slogans from the discipline, educational psychology can easily become purely theoretical and disconnected from life in classrooms. Such an approach may help preservice teachers to pass competency-based "objective" teacher tests or respond knowledgeably in job interviews, but one wonders whether it will help them to apply psychological principles in teaching/learning situations or comprehend important theoretical knowledge with nuance.

A second symptom of this neglect is that educational psychology is traditionally viewed as being concerned with how children learn, rather that with how teachers learn. Even though they are engaged in the process of becoming teachers, undergraduates are not normally helped to use themselves as sources for understanding the nature of the learning process. We would argue, following Sarason, that one reason teachers may be dissatisfied with themselves in their work is that educational psychology did not illuminate the nature of their learning history and how this relates to

and affects the learning of their pupils (Sarason, Davidson, and Blatt, 1986). In other words, prospective teachers neither learn to reflect on their own classroom experiences as learners nor to perceive the similarity between themselves and their pupils.

In an attempt to slaughter some of the sacred cows of educational psychology (e.g., encyclopedic survey, excessive abstraction, etc.) and create a meaningful alternative, we have developed a reconceptualized approach. The course described in this article has been successfully taught for ten years. It is based on three major propositions: (1)preservice teachers must acquire psychologically-informed inquiry skills-- metaphorically we call them "tools"-- and a general understanding of when and how to use them; (2)preservice teachers must be encouraged to learn independently and in ways which not only reinforce critical thinking, but increase the strength and range of their intellectual curiosity. Since students' more immediate and pressing needs for self-understanding typically have priority over their distant need for professional competence, the most effective strategy for arousing and maintaining interest is to relate subject matter to the developmental concerns of the prospective teachers themselves; and, (3)educational psychology is an appropriate place to begin encouraging prospective teachers to be reflective, so they are helped to learn from teaching itself (Dewey, 1933; Dewey, 1904; Zeichner and Liston, 1987). With these propositions serving as a conceptual umbrella, our

three semester-hour curriculum has a limited number of focal points and clinical, field-based dimensions (a weekly 90 minute laboratory on-campus or in-school augments the content of three class sessions); the instructional methods are varied and primarily interactive; and the evaluation strategies are diversified and deemphasize instructor subjectivity.

Curricular/Pedagogical Assumptions and Goals

The curricular, instructional, and evaluative components of the course are designed with particular principles in mind. We are identifying them so our point of view is clear.

Curriculum

Our curriculum is confined to the traditional educational psychology sub-fields of motivation, human development, learning theory, and evaluation. Content within each of the domains is then grounded in primary source material for three basic reasons. It has been our experience that motivation is stirred in students when they are presented with famous works in education and encouraged to use their own critical capacities to understand these

works. Second, as the points of view of selected theorists are introduced by emphasizing their basic assumptions and asking the question, "What is the nature of knowledge to this individual?", preservice teachers are helped to "bracket" their own attitudes and biases and to temporarily assume the perspective of the person being discussed. In this way, learners progress from comprehension of the theories, to an analysis of their common and disparate elements, and, ultimately, to a desire to synthesize these theories with their own opinions. Finally, as ideas are presented, a sense of their historical development is conveyed. Instead of assuming that educational progress has been slow because of deficient ideas, we maintain that the real challenge is to successfully implement insights which have been in the literature since classical times.

Instruction

Instructional methodology is based on several ideas. Most important, our teaching is primarily interactive in nature. In educating teachers, the students' ability to think on their feet and express themselves adequately on professional matters is crucial and the give-and-take of classroom interaction promotes these abilities. At the same time, we have observed that interaction and subsequent reflection on this interaction fosters motivation and retention. Small group work, micro-teaching, simulation, as well as question-and-answer and discussion, are all used

extensively. Secondly, practical experiences are included whenever possible so that the bridge between theory and practice is constructed. Weekly field-based or clinical laboratory activities best illustrate our concern with praxis. Finally, media are incorporated into the course, both as a model of how to use audio-visual materials properly and to illustrate how instruction is enhanced when media are well integrated with content. Films, videotapes, software and transparencies are all integral to our instruction.

Evaluation

Evaluation is diversified and strives for equity. Our evaluation recognizes learning style variations by including frequent quizzes, peer evaluation by rating scales, self-evaluation, mastery activities, and open book, open note objective examinations. Each of these evaluation strategies is designed to supply on-going feedback by the instructors.

Course Curriculum

Our initial abbreviated unit is used to present a topic of current interest mandated by accreditation standards and acquaint students with the procedures of the course.

Presenting a short unit in the beginning helps to ensure that students understand the modes of instruction and evaluation before they have lost time and enthusiasm by responding inappropriately. Although it is dependent upon the current needs of the students, this unit has usually centered on "special education" or "classroom discipline."

As mentioned earlier, this educational psychology course includes a weekly, ninety-minute clinical laboratory and a five-hour field-based experience. When special education becomes the unit focus, classroom work is augmented by a visit to a special education class and an interview with a teacher in this setting. Our students then complete the observer form of the "Jesness Behavior Checklist" (Jesness, 1962) which isolates categories of asocial and antisocial behavior in classrooms. If classroom discipline is the focus of the unit, students familiarize themselves with the nine models identified by Duke and Meckel (1984), watch various portions of the "Critical Teaching Laboratory" (Cruickshank, 1967) in the clinical laboratory, and analyze discipline problems in terms of these models. By use of reading, discussion of standardized instruments and models, and actual interview/observation, preservice teachers create broadly conceived views of special education or classroom management. Particular emphasis is given to the specialized vocabulary in each of these areas, so that students are conversant in their terminologies.

The second unit, a fully developed one, is organized around motivation. The focus of the written curriculum is the structure and dynamics of the psyche as developed by C.G. Jung (1973). Rather than treating the deep-seated and multifaceted phenomenon of motivation in a behaviorist manner, we maintain that it can be better comprehended by discussing the archetypes of human experience. Central to this theme is applying the concepts of "self-realization" and "intentionality" to the lives of preservice teachers and, by analogy, to their prospective students.

The theory of analytical psychology can be translated into an appropriate curricular segment through Jung's schematically illustrated description of the human psyche (Jacobi, 1967). Our theoretical discussions are supported by administration of the "Myers-Briggs Type Indicator" (Myers, 1976) to the class, placement of each student's psychological profile in the context of Jung's theory of types, and relating these profiles to teaching/learning styles (Lawrence, 1982; 1984). The "Type Indicator" is supported by a wealth of research data and audio-visual aids which describe the backgrounds, aspirations, and idiosyncrasies of each "type." The Bem Sex-Role Inventory (Bem, 1981) is then administered so personality attributes and gender issues can be examined. In these ways, highly abstract, yet fundamental ideas are concretized and made more accessible to the student in teacher education.

The third unit centers on development and the work of Rousseau, Piaget and Erikson are emphasized. Students read excerpts from the Emile (Rousseau, 1964) and answer study

questions which help them articulate key ideas. Rousseau's recapitulation theory is an effective way to initiate discussion of human development, both because of the Emile's historical importance and because on Rousseau's provocative stance on city and country life, discipline, manipulation (Pekarsky, 1977) and women's education (Roland Martin, 1985). We have found that students are naturally drawn to a new awareness of their own views of development by Rousseau's literary brilliance and radical positions.

The remaining literature of this unit concerns Piaget's and Erikson's theories of development (Piaget, 1969; Erikson, 1963). Piaget's framework forms meaningful curriculum because students are provided with concrete means for discussing the development of cognition, a subject which could otherwise remain elusive and abstract. The power of Erikson's work lies in its applicability to the life issues of the preservice teacher themselves. Familiar to many teacher educators, Erikson pictures human development as a lifelong struggle through stages. "The Eight Ages" stimulates the class as the focus shifts from studying "children" to studying "us." In addition, themes concerning the continuity of life, which were previously discussed when studying Jung's analytical psychology, recur here.

Various clinical exercises occur during this portion of the course. Our students are helped to understand the development of cognitive processes by serving as subjects in an experiment in analogical thinking (Jardin and Morgan, 1987) and leading children through Piaget's famous

problem-solving tasks. The "Mooney Problem Checklist" (Mooney and Gordon, 1950) and "Self-Description Questionaire" (Boyd, 1974) are also administered to the class and scored by students. The "Checklist" provides one reading on the nature and categories of problems faced in the course of development. The "Self-Description Questionaire" provides data on the resolutions of the various ego-identity conflicts identified in Erikson's theory. The purpose of these clinical exercises is to move from developmental theory to personal concretizations of development. Our experience has been that this approach touches a strong vein of interest and apparent need in undergraduates, helping them as individuals while educating them as teachers.

Unit four deals with learning in the three general categories of classical reminiscence, behavior/ associationism, and Gestalt. Our approach is to illustrate the basic principles of each position and to propose curricular content for which each is best suited. Once again, connecting theories to specific content helps make the abstractions more comprehensible and facilitates retention. For example, Socratic reminiscence is presented as an excellent metaphor for the process of inculcating aesthetic sensibility in students. The Meno (Plato, 1956) is read in full and the uses of questioning strategies, a vital but poorly taught aspect of teaching and learning, are modeled.

Behaviorism is described as being particularly effective in teaching psychomotor skills, cognitive material at the rote level (e.g., arithmetic tables), and for establishing classroom discipline until a personal bond is established between the teacher and students. Gestalt and discovery learning are connected with social science education, such as "Man: A Course of Study" (1970). Our eclectic, problem-centered approach seems realistic in light of the lack of consensus in learning theory and the importance of versatility on the part of teachers.

Two standardized tests are administered and self-scored in connection with this unit. The "Wrenn Study Habits Inventory" (Wrenn, 1941) evaluates an important facet of student behavior and the "California Phonics Survey" (Brown and Cottrell, 1962) analyzes aural comprehension and introduces the notion of learning disabilities in a tangible way. Other teaching aids used during the clinical laboratory include the familiar films on operant conditioning and illustrations which illustrate the Gestalt concepts.

The fifth and concluding unit centers on evaluation. At the level of specifics, students are introduced to tests and measurement terminology, reinforcing their semester long acquaintance with standardized instruments. The range of techniques available to the teacher for evaluating achievement are also reviewed. Finally, John Dewey's analysis of the nature of experience affords preservice teachers the opportunity to reflect on the fundamental

assumptions of evaluation and the evaluation process as a whole (Dewey, 1973). The specter of grading bears heavily on students and teachers because individuals frequently subvert principled aims through their methods of evaluation. Unfortunately, the aphorism "You teach what you test" is too often the case, so our course ends with lively discussions of this issue.

The clinical experiences which connect with this unit are of two types. Tests and measurement are made more concrete by analyzing the construction and scoring of the tests which the students have been completing in the laboratory. Secondly, the preservice teachers are trained to use an observational system for instructional analysis (e.g., Flanders, 1972; Hough and Duncan, 1972). Through the use of interaction analysis, elusive teaching principles are, once more, given tangible form. In addition, preservice candidates begin to recognize that they should be held accountable for "best professional practice," and not only the achievement of results (Tom, 1987).

Instructional Methodology

It is our belief that courses in teacher education should serve as exemplars for preservice teachers. The methods of instruction used in this educational psychology course have been developed with this responsibility in mind. While the methodologies continue to be refined, they appear

to foster reflectiveness and inquiry-oriented skills on the part of most of our students.

We hold lecturing to a minimum, both because it is already used to excess in education (Boyer, 1983; Goodlad, 1984) and because student self-expression is desirable in professional education. As mentioned previously, discussion, question-and-answer, and small group work are our dominant instructional strategies. All teachers know that these classroom strategies are not effective when students come unprepared. To counteract tendencies toward procrastination on the part of our students, announced objective quizzes introduce each unit. These exercises are designed to determine whether a student has read the assigned material and are not intended to require the in-depth comprehension classroom exposure should provide. Our experience has been that such quizzes serve this purpose well. They have the added benefit of stimulating discussion while they are graded in class.

Educational media include videotape, 16 mm films, computer software, and overhead transparencies. These materials are developed and selected with an emphasis on graphic and aesthetic appeal. Such intangible factors appear to contribute to student interest and motivation.

As noted previously, a clinical component involving standardized instruments and interaction analysis accompanies the theoretical discussions. Each unit is linked to those kinds of practical applications, discussed by students in small groups, and reflected upon in personal

journals. As students master technical skills which support their conceptual understanding of teaching/learning, their feeling of professional competence grows. The clinical experiences also connect course content to the schools themselves, since some activities involve visiting classrooms.

Near the end of the course, each student presents a ten minute micro-teaching lesson which focuses on a topic in educational psychology. In this way, students practice their teaching skills, as well as conduct a focused piece of research into educational psychology. The micro-teaching is graded by peer evaluation, using a standardized rating scale. Simulated classroom disturbances are acted out and the micro-teacher is encouraged to apply a classroom control strategy which has been previously studied. The last step in the activity is to require the micro-teacher to analyze the videotape of his/her lesson according to an interaction analysis instrument and reflect upon the resulting data in a personal journal. In all, these student lessons are lively and provoke excellent discussions. They have a high degree of verisimilitude and are an unforgettable and valuable preparatory experience.

A final requirement is that pairs of students present a five lesson mini-course to middle school youngsters. Although these mini-courses focus on nonacademic topics, students are required to turn in detailed lesson plans for each of their lessons. These field-based experience are also videotaped intermittently, analyzed with interaction analysis, and reflected upon in personal journals.

Evaluation

Grading for our educational psychology course is based on a thousand point scale with typical percentages equivalent to letter grades. Quizzes total 100 points, with the lowest or an absence being dropped. Four of five correct is a "perfect" quiz score. Students respond favorably to tests which allow for human frailty and provide opportunities to "show what you know." The adversarial ambience of the typical classroom quiz is ameliorated. Two mid-term and a final examination, valued at four hundred fifty points in all and objective in form, are formatted around the use of books and notes. Our approach is to ask a number of more challenging questions and promote in-test researching. The tests have become an arena for the type of intensive study which we seek to encourage.

Class participation is valued at fifty points and is graded by student self-evaluation on the last day of class. The key to this evaluative exercise is that it is publicly announced before the classroom peer group. To this point, the results are generally similar to what the instructor would have assigned and avoid opportunities for charges of favoritism.

As mentioned earlier, micro-teaching is graded by peer evaluation and is valued at fifty points. Standardized rating scales are averaged after the highest and lowest scores are deleted. Once again, these results coincide to a high degree with those of the instructors. Separating

"subjective" evaluations from the instructor role frees us to be more convincing supporters of student risk and development.

Two hundred fifty points are assigned to the clinical experiences and mini-course. Here the format is basically "mastery." If the completed answer sheets, scores, matrices and reflective journals are submitted, the points are normally awarded in full. There is little room for interpretation since the instruments yield specific products.

The final one hundred points are also based on a "mastery" format of evaluating the students' daily class notes and written responses to the study questions for each unit. This requirement acts to encourage attendance, note-taking, out-of-class work, and completion of several microcomputer activities and the viewing of six videotapes in the media center.

This evaluation plan has earned general praise from our students and yielded a grade distribution not unlike the college-wide norms. The grading system has not been inflationary, has tranferred some of the evaluative responsibility to the students themselves, and eliminated much of the perception of the instructors as all-powerful and fickle judges.

Conclusion

This paper has summarized the principal aspects of a reconceptualized educational psychology course for preservice teachers. Its curriculum, instruction, and evaluation methods are designed to account for the needs and abilities of college undergraduates and to address the subject matter effectively. Supporting theoretical content with historical data and clinical exercises is a major emphasis in this course, as is a diversified evaluation plan. Student interest, involvement, and achievement give us reason to think the course succeeds in preparing young people for the vocation of teaching. This course and others taught in this format have been recognized several times by students and colleagues for excellence in undergraduate teaching.

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Syllabus Materials

for the Curriculum

Weekly Course Schedule
Educational Psychology
(Education 205)

Week 1 - Introduction of class members; description of procedures; dissemination of materials. Assignment: Readings EP 120; EP 75; UC 10; TIP & EP 50, "Exceptional Children in the Schools." Media Quiz 1.

Week 2 - Unit I: Theories of Learning. Mental Discipline: Associationism; Cognitive/Field, Gestalt Theories. Assignment: Readings EP 107; Lecture EP 100; Library Assignment EP 175; Quiz, Monday, EP 50.

Week 3 - Cont. The Socratic Method. Assignment: Meno & EP 150; Quiz, Wednesday, EP 150. Media Quiz 2.

Week 4 - Unit II: Social and Cognitive Development. The Recapitulation Theory of J. J. Rousseau. Assignment: Emile & EP 250: Quiz, Wednesday, EP 250. Media Quiz 3.

Week 5 - Midterm I, Wednesday; review results Thursday. Assignment: Lecture EP 200. Computer Lit. exercise 1 (OVIS).

Week 6 - Cont. Erikson's "Eight Ages of Man"; Piaget's Theory of Cognitive Development. Assignment: Readings EP 201; PDK Fastback #128 & EP 550. Computer Lit. exercise 2.

Week 7 - Student Class Presentations; reports on clinical/field experience. Assignment. Reading EP 101; EP 78; EP 79; EP 215; prepare micro-teaching lesson. Media quiz 4. Computer Lit. exercise 3.

Week 8 - Cont. Assignment: Read Lecture EP 300. Media Quiz 5. Computer Lit. exercise 4.

Week 9 - Unit III: Evaluating Educational Experience; Tests and Measures; Dewey's Theory of Experience. Assignment: Experience and Education & EP 350; Quiz, Monday, EP 350.

Week 10 - Midterm II, Wednesday; review results Monday. Library Assignment EP 275; EP 340. Media Quiz 6.

Week 11 - Unit IV: Motivation and Consciousness. Jung's Structure and Dynamics of the Psyche. Assignment: Lecture EP 400. Media Quiz 7.

Week 12 - Cont. Assignment: Psychological Reflections & EP 450. Media Quiz 8.

Week 13 - Cont. Quiz, Monday, EP 450. Assignment: See EP 650. Notebooks collected Thursday, returned Monday.

Week 14 - Review of the Course. Read PDK Fastbacks #93 & #92. Study from lab: Standard Score Converter, OSIA, Intro. to Type.

Week 15 - Final Examination. Public self-evaluation of classroom participation.

Solid lines indicate material on each of the three major tests. The final is not comprehensive.

UC-11-205e

Media quizzes done in Media Center and computer literacy exercises should be dropped off in class or at Chapman 332 by Friday of the week noted to receive full credit.

Evaluation Checklist

Educational Psychology/Education 205

_____(60) Notebook: A, B
_____(250) Clinical/Field Experience: C, D, E
_____(30) Class Participation
_____(110) Media Quizzes (F)
_____(100) Mid-term Examination I
_____(100) Mid-term Examination II
_____(250) Final Examination
_____(100) Study Question Quizzes (A)
_____(12) Extra Credit (G)
_____TOTAL (Maximum 1000)

A. Study question responses to: (max. 35 points)

___EP 50 ___Quiz ___EP 350 ___Quiz ___EP 175 (library) No Quiz
___EP 150 ___Quiz ___EP 450 ___Quiz ___EP 275 (library) No Quiz
___EP 250 ___Quiz ___EP 550 No Quiz ___EP 650 No Quiz

B. Sets of daily class notes: (max. 25 points)

___Number of dated sets (minimum 100 words/class)
___Future usefulness of notes (neatness, organization)

D. Clinical field experience journal entries: (max. 190 points)

___Wrenn Study Habits Inventory
___Myers-Briggs Type Indicator
___Mooney Problem Check List
___Jesness Inventory
___Social Climate Inventory
___OSIA
___OVIS
___Piaget Based Experiments
___Field Trip #_____
___BEM Inventory
___Jesness Behavior Checklist
___California Phonics Survey
___Standard Deviation Lab
___ Other: _____

Clinical field experience complete answer sheets:

___Wrenn Study Habits Inventory
___Myers-Briggs Type Indicator
___Mooney Problem Check List
___Jesness Inventory Profile
___California Phonics Survey
___Critical Teaching Problem #____
___Critical Teaching Problem #____
___BEM Inventory
___Social Climate Inventory
___OSIA Tally
___OSIA Matrix
___Piaget Experiment Form
___Jesness Behavior Checklist
___Standard Deviation Worksheet
___Other form: _____

Mini Course:

___General Plan
___Weekly Plans (5)
___Study Evaluation
___Journals (5)

E. Micro-teaching Lesson on Clinical Field Experience (max. 60 points)

___Lesson (50) ___Videotape Journal, 350 word (10)

F. Media Quizzes and Computer Literacy Exercises: (max. 110 points)

___#1 MQ ___#4 MQ ___#7 MQ ___#1 CS
___#2 MQ ___#5 MQ ___#8 MQ ___#2 CS
___#3 MQ ___#6 MQ Drop One ___#3 CS
___#4 CS

G. Extra Credit reports: (identify)

_____ for _____
_____ for _____
_____ for _____
_____ for _____

_____
Student Signature: verifies accuracy of this report

The evaluation scheme is based on a possible 1000 points. The grade distribution is as follows: A = 960; A- = 930; B+ = 900; B = 880; B- = 860; C+ = 830; C = 810; C- = 790; D+ = 760; D = 740; D- = 720; F = 690. Late submissions: minus 10% per day, minimum penalty 20%.

Educational Psychology Lab

Ed 205

DRAFT SCHEDULE

Each (*) indicates a written product to submit.

Aug 28--Critical Teaching Problem response*; Myers-Briggs Type Indicator administration**;Wrenn Study Habits Inventory**.

Sep 4--Administer California Phonics Survey**; discussion, correlation vs. causation.

Sep 11--Administer Mooney Problem Check List**; discussion, statistical probability; course plan for mini-course submitted*. Video.

Sep 18-- Administer BEM Inventory**; OVIS** assignment, filmstrip.* Mini-course plans returned.

Sep 25--Instruction in OSIA*; standard deviation exercise*; mini-course weekly plans (5) submitted.*

Oct 2--Instruction in OSIA, matrix*; Jerry & Dr. Smith MBTI exercise*; 'Looking at Type' slide presentation; mini-course weekly plans returned.

Oct 9--microteaching
Oct 16--no lab
Oct 23--no lab
Oct 30--microteaching; mini-course journal *1

Nov 6--'Face to Face'; 'Will Jim & Betty Make It' exercise;* mini-course journal *2

Nov 13--Myers-Briggs Type Indicator discussion, mini-course journal *3

Nov 20--TBA. Last lab; mini-course journal *4
Nov 26--submit last mini-course journal (*5)

EDUCATION 200/205
Computer Literacy
Exercises

Select from the following list 4 pieces of software to run for each course, ED 200/205.
For software marked (*), turn in to your instructor the product made by the software.
For the remaining software, turn in a 250 word summary of your reaction to the program.
OVIS must be taken in conjunction with ED 205 only.
Listed in order of approximate ascending difficulty.

1. ***Apple Presents the IIc: An Introduction.*** Apple Computer, Inc. This helps achieve basic literacy on the IIc.

2. ***Computer Literacy: Introduction.*** PLATO Educational Courseware. A general introduction to microcomputers.

3. ***Teacher Transactions I.*** Educulture. Select 2 discipline simulations and summarize your responses.

4. ***Teacher Transactions II.*** Educulture. Select 2 discipline simulations and summarize your responses.

*5. ***Print Shop Companion.*** Broderbund Software, Inc. Compose a monthly calendar and submit the hard copy.

*6. ***OVIS.*** The Psychological Corporation. Complete this career counseling instrument. A profile will be returned to you.

*7. ***Print Shop.*** Broderbund Software, Inc. Compose a sign and submit your hard copy.

*8. ***Sign Designer.*** Channelmark. Compose a small horizontal sign and submit your hard copy.

*9. ***Certificate Maker.*** Springboard. Create a diploma for yourself and submit the hard copy.

Educational Psychology-Education 205
Clinical/Field Experience

Toward the improvement of your professional training and in compliance with the revised standards of the State of Ohio's Department of Education, a clinical field experience is included in the curriculum of Education 205. You are expected to be available Thursday afternoons from the first through the last week of the semester. You should remember that your first responsibility is to attend the events scheduled for you without fail. Our program of field experiences operates through the generosity and sense of professional colleagiality present among faculty and administrators of the local public schools. It is most important that, on our part, courtesy and seriousness of purpose are shown. Start early for your appointments and once you have arrived make the most of them.

Below are listed the specific activities from which your clinical/field experience will be composed. (A) Spaces are provided for you to note the time and place at which you should appear to consummate the experience. (B) Each experience should be represented in your notebook by a journal entry of not less than 350 words in which you describe your response to the event and reflect meaningfully on what you may have learned from it. This journal is evaluated as a part of your notebook. (C) Each experience which is marked with an asterisk results in a written product, for example, a completed test answer sheet. (D) During the term students will be asked to report extemporaneously to our class on specific clinical/field experiences. Assignments will be made in advance to facilitate preparation. Your report is expected to be 9-12 minutes in duration and should be instructional, that is, communicating your analysis of some aspect of your clinical/field activities, or expanding through research the information available to the class concerning one of the experiences. These reports will be graded on standard forms by every other member of the class. Total value of clinical/field experience is 250 points. (See form EP 78)

EP 75

Place & Time		Event
_____	1.	Administration and scoring of the Myers-Briggs Types Indicator.*
_____	2.	Administration and interpretation of the Mooney Problem Check List.*
_____	3.	Administration, scoring, and analysis of a Social Climate Inventory.*
_____	4.	Administration, scoring, and interpretation of the Jesness Inventory.*
_____	5.	Administration of the Observational System for Instructional Analysis, completion of a matrix and interpretation of the data.* May be repeated.
_____	6.	Administration, scoring, and analysis of the Wrenn Study Habits Inventory.*
_____	7.	Administration and analysis of the California Phonics Survey.*
_____	8.	Standard Score Converter/Standard Deviation Exercise Sheet.*
_____	9.	Conduct of one or more Piaget-derived experiments.*
_____	10.	Administration, scoring, and analysis of the Jesness Behavior Check List (Observer and/or Self-Appraisal Forms).*
_____	11.	Administration and analysis of the Bem Inventory.*
_____	12.	Other test, to be announced.*
_____	13.	Field trip, to be announced. May be repeated.
_____	14.	Mini-course instruction. May be repeated.

These experiences have been conceived in order to give you the opportunity to diagnose achievement, aptitude, personality development, instructional interactivity, and the status of exceptional children in the schools today.

Mount's Unified Curriculum for the Education of Teachers

Micro-teaching in Education 205
(Educational Psychology)

During the semester for approximately two weeks the instructional format of our course will become one of micro-teaching by class members before the class assembled. (1) Each class member will be scheduled by lot for one such assignment. (2) The lesson should be planned to have a duration of 9-12 minutes. Use of time is a factor in evaluation. (3) Each lesson should incorporate some method clearly distinct from "lecture." Effectiveness of method will be considered in evaluation. (4) The subject area for the lesson must be drawn from the clinical/field experience component of the course. Sample topics are listed below. (5) Grading will be by peer appraisal of the lesson through use of a form duplicated below. The project is valued at sixty points.

NOTE: This project includes a special aspect. Each lesson will be interrupted by a class member, chosen at random, who will role play a behavior disruptive to classroom teaching. The assignment for the micro-teacher is to role play an effective response to the disruption. Evaluation will include consideration of this performance. (See EP 79)

Objectives:

(A) Student should be able to plan a thoughtful curriculum for a micro-teaching lesson.
(B) Student should be able to effectively teach such a lesson through use of imaginative methodology.
(C) Student should be able to act out a professional response to simulated misbehavior.
(D) Student should be able to explain their strategies to questioning peers.
(E) Student should be able to write a 350-word journal in response to the viewing of a videotape of their lesson.

EP 78

Sample topics:

(A) The administrator's role in special education.
(B) Qualities needed to be a special educator.
(C) My analysis of the "feeling-thinking" items on the Myers-Briggs Type Indicator.
(D) What is right and what is wrong about the Wrenn Study Habits Inventory.
(E) How to use the OSIA matrix for planning and evaluating teaching.
(F) Comparing the Jennings Inventory with the Myers-Briggs Type Indicator: Do they agree?
(G) The Mental Measurements Yearbook Reviews the Mooney Problem Checklist.
(H) The Mooney Problem Check List: A report on some testing done on the campus.
(I) How one student's vocabulary looked when analyzed by the Living Word Vocabulary.
(J) Tricks to successful OSIA coding of instruction.
(K) Of what use is it to know one's psychological type?
(L) How Jung's theory are useful as a foundation for the M-B Type Indicator.
(M) What values are implied by the standards of the Jesness Inventory?
(N) In what way is the Mooney Problem Check List in need of updating?
(O) Campus administration of the University Residence Environment Scale.

Sample evaluation form:

MICRO TEACHING EVALUATION
OF _____

Value each category according to this scale:
5 - Excellent; 4 - Very Good; 3 - Good; 2 - Adequate,
1 - Poor.

_____A. VOICE: volume, clarity, tone.
_____B. NON-VERBAL COMMUNICATION: gestures, body language, posture.
_____C. CURRICULUM: cognitive level, interest quotient, organization, completeness.
_____D. INSTRUCTION: effectiveness of methodology, variety, use of media.
_____E. TIME: pacing, maximum use of allotted period.

Comments:

_____
(Signature Optional)

Education/Shaker

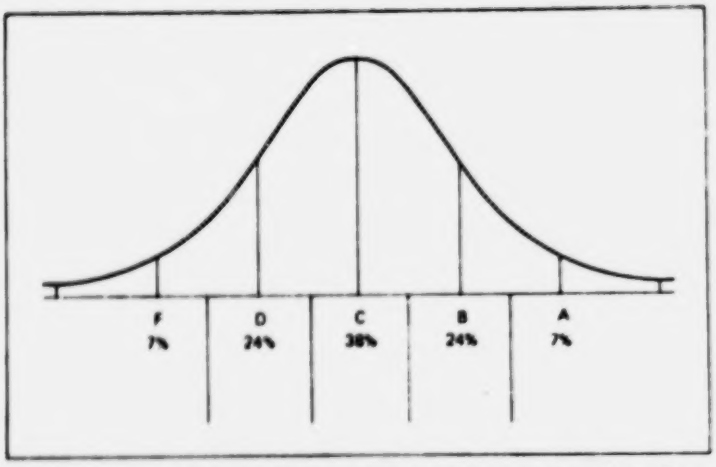

Figure 19.2 *Normal curve with a typical distribution of grades. (From N. E. Gronlund,* **Improving Marking and Reporting in Classroom Instruction.** *New York: Macmillan, 1974. Used by permission.)*

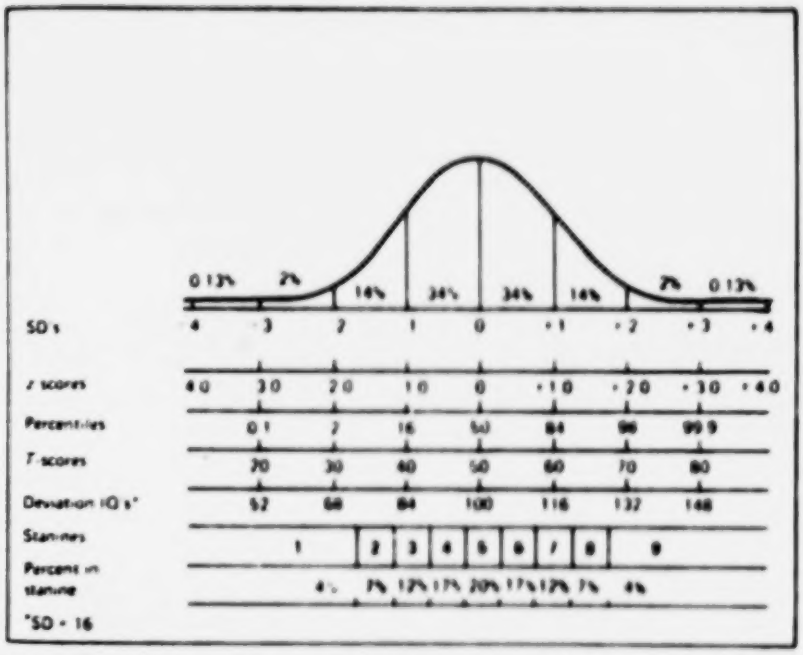

Figure 14.2 *Corresponding standard scores and percentiles in a normal distribution.*

MOUNT UNION COLLEGE

ALLIANCE, OHIO 44601

Educational Psychology
Ed. 205
Shaker

The assignment is as follows:

(1) To determine by the formula* below the standard deviation for the scores on the midterm of all Ed.Psych. students

(2) Determine in terms of standard deviations, the relationship of your midterm score to the mean.

(3) Using the 'Standard Score Converter;' determine your stanine score on the midterm.

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*The formula:

$$S.D.=\sqrt{\frac{\Sigma X^2-\left[(\Sigma X)^2/N\right]}{N}}$$

S.D.=standard deviation
Σ=the sum
X=any test score
N=number of test scores

Note: you will therefore need to calculate the square of the sum of the test scores as well as the sum of the squares of each test score. These are the time-consuming parts of the operation.

Student Name: _____

Answers:

(1) _____

(2) _____

(3) _____

The formula can also be written like this:

$$S.D.=\sqrt{\frac{\Sigma X^2-\frac{(\Sigma X)^2}{N}}{N}}$$

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